

Diversity in Undergraduate Curriculum

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Background

- The Universidad Ana G. Méndez (UAGM) Gurabo Campus is located on the island of Puerto Rico.
- In 2018, the poverty level in Puerto Rico was of 43.1% (Glassman, 2019).
- For this reason there is an increased need for students to be knowledgeable of social determinants and micro-aggressions that may occur in those of poor economical status.

Objective

1. Evaluate the gaps in the undergraduate nursing curriculum on social and trans-cultural diversity.
2. Develop and integrate evidence based curriculum specific to social, and cultural competencies.

Program Purpose

- ✓ Provide undergraduate nursing students the knowledge and skill to be safe , effective and non-judgmental providers of care to diverse populations.
- ✓ This will be achieved by enhancing the nursing curriculum both theory and clinical practice by enhancing the content of social and trans-cultural competencies along with social inclusion and non-discrimination activities towards diverse populations.

Program Rationale

- People of diverse backgrounds experience significant health disparities associated with discrimination and limited access to appropriate healthcare.
- By enhancing the undergraduate curriculum on diversity and equity graduates will be able to provide patients with enhanced sensitive and empathic care.

Assessment Plan

A survey was sent out to 23 faculty members.
11 answered (48% response rate)

Questions included in survey:

- How do you provide or students information on diversity and inclusion?
- What type of information do you provide our students on the topic of diversity and inclusion?
- Do you feel comfortable discussing these topics?
- Do you use simulation and role play?
- Are students exposed to clinical settings which are diverse?

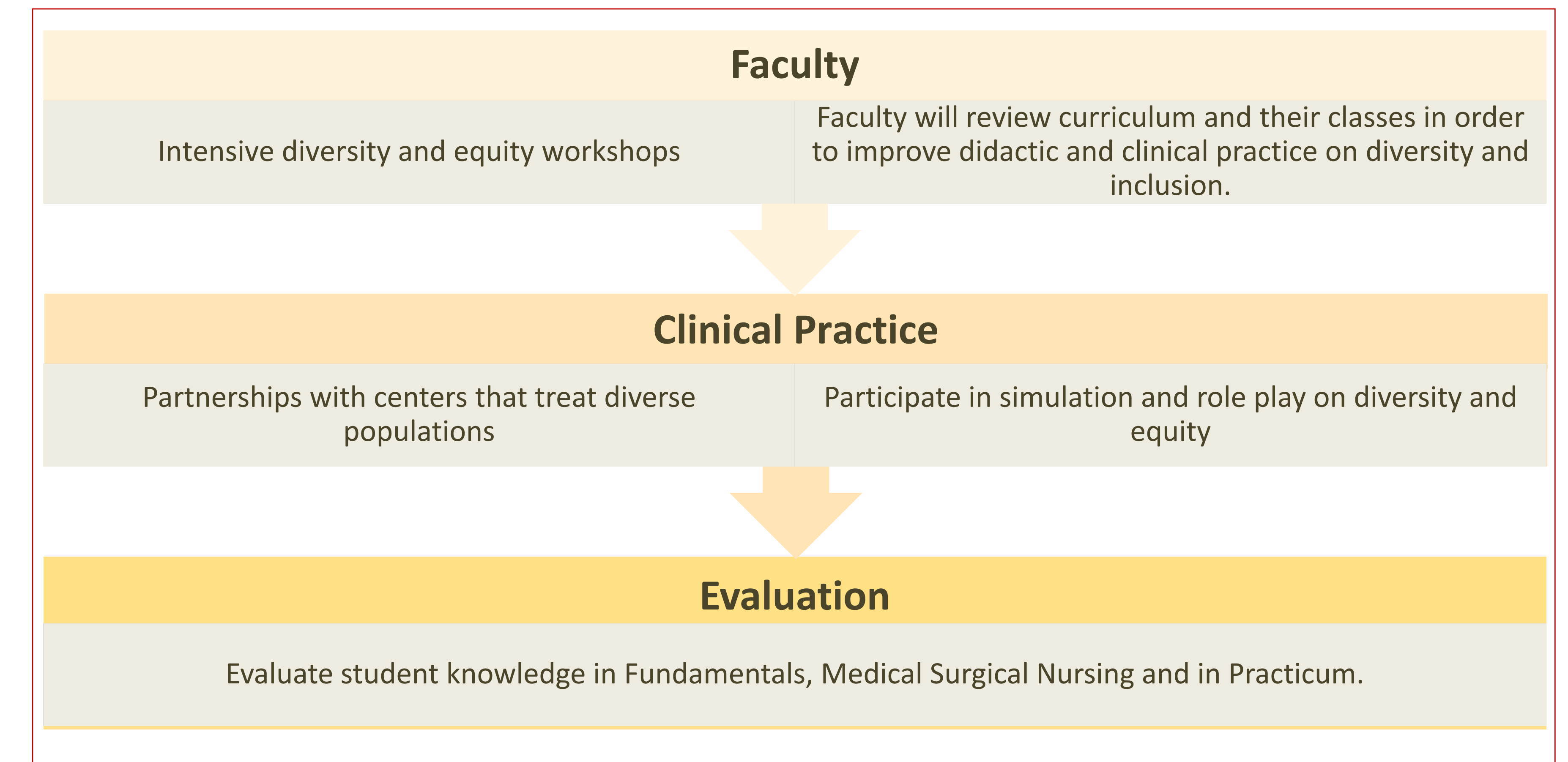
Findings

18% of the faculty do not discuss diversity, and equity in their class.
45% Discuss LGBTQI+ micro-aggressions.
36% discuss the importance of defending those of the LGBTQI+ community.

36% Discuss racial micro-aggressions.
45% Discuss how micro-aggressions affect patient health outcomes.
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72% stated they do not use simulation or role play as a method of teaching students about diversity and equity in their class.
63% Discuss social justice and need to defend those of low income when discussing healthcare.
10% of students have practice hours with low income and LGBTQI+ population.

Implementation and Evaluation Plan



References

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